

What are AUI Students' Expectations From their Teachers?

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Abstract

The purpose of this project was to investigate the nature of AUI students' expectations of their teachers inside and outside class, the factors that influence the students' expectations, and the utility of teacher evaluation as a way that reflect students' expectations. The literature review revealed that addressing the student's expectations can produce considerable improvements in the students' outcomes and faculty member's achievement. The tools used for this research were 115 surveys handed out to the students and faculty. Additionally, two interviews have been conducted with Dr Ouaouicha and Dr Mobasheri for the purpose of having further clarification from academic and professional points of view. Findings confirm the fact that students' expectations are affected by school major, gender, culture, and the students' perception of themselves as customers or beneficiaries of a public service. Our results also show that students and faculty members at AUI tend to have different views about expectations. It was concluded that this paper would efficiently help the administration at AUI to be more in touch with the students' affairs, and make the right decision in properly hiring and retaining faculty members.

Introduction

An important issue in higher education consists in improving the quality of students' outcomes. In fact, different factors influence these outcomes. Among these factors are the quality of teaching, the material used, and the students' perception of the institution. Part of this perception is reflected in what students expect from their teachers. The purpose of this paper is to explore what students expect from their teachers and to find out the factors that may influence these expectations. Indeed, as an institution of higher education, AUI is concerned with improving its outcomes in order to enhance its reputation both at the national and the international levels. At the national level AUI wishes to encourage Moroccans to invest in private universities whereas at the international level AUI wishes to get accredited.

This paper will therefore help the administration understand the students' expectations and be aware of their importance since they would allow decision-makers to improve the outcomes of both the university and students. Brophy (2000) agrees that addressing expectations can produce considerable improvement in students' outcomes.

Also, this paper aims to discover the students' expectations within the three schools of AUI and compare them to the expectations of exchange students and students from Sidi Mohammed Ben Abdullah University in Fes. In addition, we will identify the different factors which influence these expectations such as the discipline of specialization, the culture and gender of both students and teachers, and the students' perceptions of themselves as customers.

In this research paper, we focused on the following assumptions which we set out to test:

- Different expectations in the different universities: AUI students could be more demanding than students from public Moroccan universities since they are financing their studies.

- Most AUI students are unsatisfied with their teachers.
- Within AUI, expectations may vary according to schools.
- The cultural background of students may shape their expectations from their teachers.
- The students' expectations may vary according to the teacher's cultural background.
- The administration does not pay attention to the critical surveys filled out by the students at the end of each semester.

Literature review

When we talk about expectations involving teachers and students, we usually think about what teachers expect from their students, like performing well in their studies and respecting their teachers. Actually, students also have expectations from their teachers, and this is what we are going to focus on in our research paper. Specifically, we investigate the fact that students' performance depends on teachers' exigencies, teachers' perception of students' expectations, and how the teachers fit with these expectations. Some of the most common expectations of the students that were emphasized in previous studies are related to either the teacher's performance (responsibility, competence, organisation, etc) or their personality (friendliness, enthusiasm, etc). Brophy (2000) suggests that addressing expectations can produce considerable improvement in students' outcomes. Our research will focus on the factors that shape students' expectations.

Much of the work that has been conducted deals with the cultural aspect of the student and the teacher. Different cultural backgrounds may affect the teacher/student relationship especially at the religious and social levels. For this reason, Klein (2001) argued that both professors and students should be aware of the importance of keeping away from cultural considerations, especially religious ones, discussions, since they will not bring any

educational improvement to students. As a matter of fact, cultural differences between students and teachers often lead to communication problems. In her study, Klein (2001) enumerates some of the students' expectations that are mostly about teachers trying to understand the students' cultures. However, it does not seem to be a feasible solution since every single person is attached to his/her beliefs and traditions.

Additionally, many research dealing with this issue discussed the impact of the students' gender on their expectations. In fact, male and female students tend to rate their teachers competence differently depending on the teachers' gender. According to Bashen, et al (1999), "female students rated female faculty especially high across five teaching dimensions and male faculty comparatively lower, whereas male students did not evaluate male and female professors as significantly different". This statement illustrates the difference in students' expectations depending on their gender as well as on their teachers' gender. In our research, we compared those results with the ones retrieved from surveys in order to know whether it is the case at AUI or not.

Besides, other studies focused on the student in the university context: their major and the university tuition. In a study conducted by Sander, et al (2000) in three private British universities and on three different majors (medicine, business and psychology), the researchers, much to our surprise, found that students' expectation were quite similar. Therefore, in our research we will try to explore whether or not AUI students from different schools expect the same things from their teachers. Also, these authors argued that students from private universities tend to consider themselves as customers; therefore, they think they have the right to be more demanding. Consequently, they state that those students will get their degrees without making much effort while teachers are expected to do more.

Finally, regarding the teachers' perspective toward the students' expectations, previous work considered two major points of view. On the one hand, there are faculty

members who believe that the students' outcomes do not depend on their teachers and that teachers are not meant to solve students' problem such as motivation and performance (Ravitch, 1992). On the other hand, there are researchers who believe that teachers are responsible for their students' outcomes (Cowan, 2002). In fact, Cowan thinks that the teachers' behavior in class affects the way students learn and perform. In addition, Barbetta, et al (2005) provides examples about teachers' misbehaviours in class. The main example is related to the inconsistent expectations of teachers, because they tend to consider their own expectations more important than the students'. Based on these studies, we conclude that the teachers' perspectives regarding the students' expectations differ from the students'. Thus, in our project, we are going to see if AUI teachers' expectations fall into these two categories, or if we can identify more such categories.

There is considerable body of research that has been conducted on students' expectations; however, there are still some questions that need to be answered. Therefore, our project will try to:

- See whether foreign teachers are expected to adapt themselves to the Moroccan culture, or whether the students need to adapt the value of these teachers.
- See how much AUI student's expectations are influenced by the fact that they are paying money.
- Check whether AUI administration and faculty consider the students' expectations expressed in the evaluations forms when they decide to retain existing faculty and/or hiring new teachers.

Methodology

In order to explore the issue of students' expectations from their teachers at AUI, this research project will be based on different methods that include both quantitative and qualitative data. On the one hand, the quantitative method will provide us with precise data

that we can translate into statistics so as to get a clear idea about the issue. On the other hand, the qualitative method will be useful to evaluate the reliability and relevance of the data collected.

The research is both descriptive and correlational. Descriptive because it will depict AUI students' expectations and compare them within the university regarding the three different schools, and outside the university (students from Moroccan universities and exchange students). Correlational since the research seeks to find the factors of the students' expectations, their effects on the students' performance, and their relationship with their teachers.

Given that we are on a university campus in a small city (Ifrane) and that the means are restricted, the appropriate data will be gathered using a questionnaire and an interview. In fact, the questionnaire seems to be the easiest and quickest mean to gather relevant information. Furthermore, it will not be hard to regroup these data into charts and tables in order to be analyzed. Since, the research is dealing with the psychological side of authority; we decided to conduct an interview with Dr Cherie Mobasheri, who is a counselor at Al Akhawayn University. She seems to be the best person to talk to. This choice is not arbitrary, compared to Dr Jalal Tawfik, the AUI psychologist who comes only once a week (Saturday morning), Dr Mobasheri is more available on campus.

We did not use observation because it is time consuming, and would require us to go off campus to visit high schools in a regular basis and observe whether or not teachers use authority in their classes, which can not be scheduled with our courses. Furthermore, to be credible and objective, an observation must last on time to get valuable results that could be generalized on a reliable manner. In addition, even if we could go to high schools to do observations, we would not be able to give unbiased results, because the teacher that we

would observe would maybe modify his behavior toward his students because of our presence, which will lead us to get misleading and false results.

Case studies would be also of no use for us because we are studying a social and educational behavior that necessitates from us different conditions (class conditions, isolating other variables or possible interfering effects...) that are not easy to prepare and to follow on time. It also requires a huge human and financial mobilization to conduct a case study, which is actually impossible for us to perform. Moreover, a single case study would not be enough to generalize the findings on the use of authority in the Moroccan context as a whole.

Questionnaires consist of both close and open-ended questions. Questions about gender, age and academic level would provide background information about the informants. These variables would help finding whether or not there is a relation between them and the informants' reaction to authority. It is also important to see if the use of authority in class is influenced by the educational system implemented. These questions, in addition to the one about the possibility of reducing authority in the Moroccan context, give quantitative data that will allow us to detect trends or any correlations between the different factors involved. A five rating scale is used in the questions about causes and consequences of authority to evaluate more precisely the importance and influence of each of the factors suggested as answers for these questions. The open-ended questions, concerned with evaluation, justification and suggestions, are designed to give more freedom to the informants to express themselves and provide both miscellaneous and qualitative answers. Many questions contain the term "others (please specify)" because some informants' answers may not fit with the limited choices suggested. They will be given the opportunity to write their own ideas. A pilot study of the questionnaire was previously conducted in class to detect possible errors in formulating questions. The different feedback received from the students and the professor helped us a lot in improving the quality of the questionnaire and its clarity.

For the interview, five open-ended questions were asked to Dr Mobasheri to give her freedom in answering. These questions were directly related to the research questions previously stated. The interview lasted almost 15 minutes.

Given that the number of students in AUI is about one thousand, we distributed between 60 and 100 questionnaires. In principle, this sample size would be enough to have reliable and relevant results. This range of forty extra questionnaires would guarantee a sufficient number of responses.

The combination of all these methods constituted a good strategy because it allowed us to get different points of view and approaches, which made this study more credible and precise.

Results

This research paper deals with the following major questions:

1. What do AUI students' expect from their teachers inside and outside class?
2. What factors do influence students' expectations (gender, culture, and the tuition fees)?
3. Does teacher evaluation reflect students' expectations?

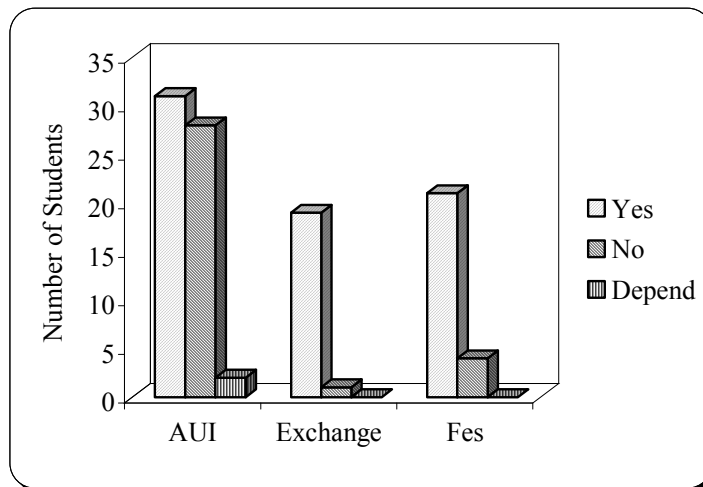
In this section, the data collected will test some of our initial hypotheses, namely:

- a. AUI students are unsatisfied with their teachers.
- b. Expectations vary not only across AUI students, students of Fes, and exchange students but also within AUI, across the three schools (SBA, SHSS, and SSE).
- c. Culture has an impact on students' expectations.
- d. Students' evaluations of their teachers are not taken into consideration.

In this section, the data collected will test some of our hypotheses.

Before we address the question of students' expectations from their teachers inside and outside of class, we wanted to explore the level of satisfaction of three groups of students (AUI students, exchange students and students from the Medecine Faculty of Fes) with their teachers. The following graph shows the difference between the responses of these three groups of students.

Figure 1: Students' Satisfaction with their teachers

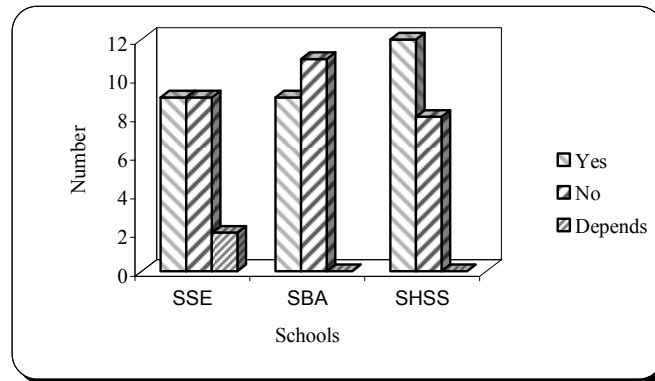


N=105

The majority of exchange students and students from Fes are satisfied with their teachers. In contrast, the degree of satisfaction at AUI is not significantly high. Figure 1 provides an overall picture of the situation at AUI.

We wanted to see if there is any variation within AUI students' expectations depending on the school. The following figure outlines the differences between students from the three schools (SBA, SHSS, and SSE).

Figure 1: Difference between the Satisfaction of the Three Schools



N=60

This chart shows that:

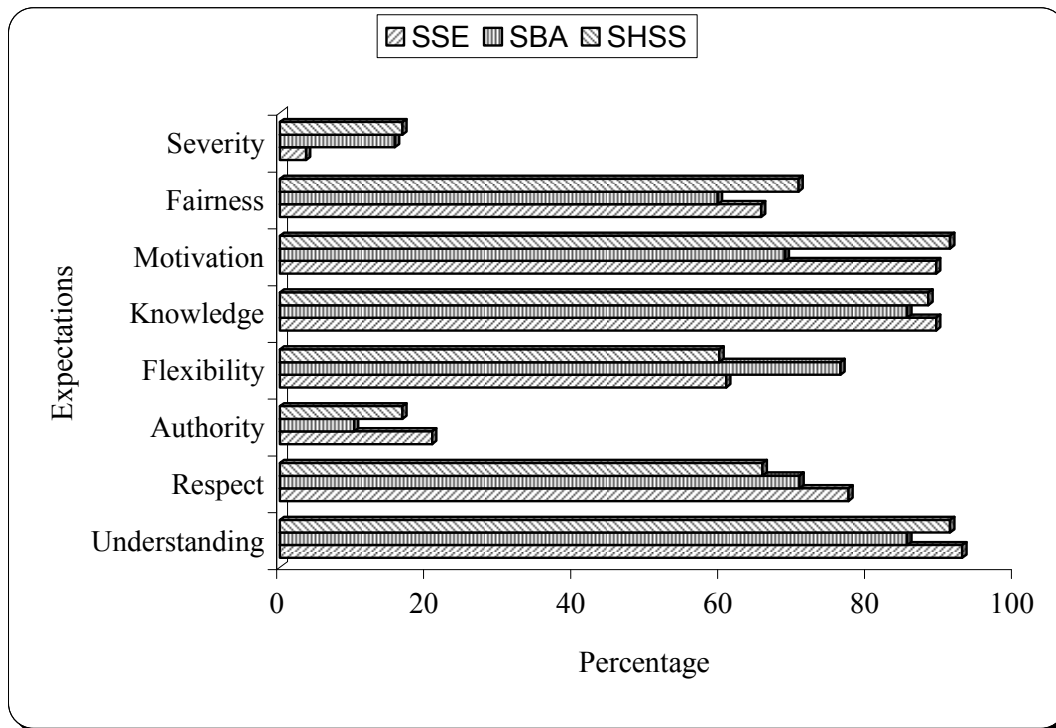
- There are as many unhappy students as happy ones.
- Most of SBA students seem to be unsatisfied with their teachers.
- Most of SHSS students are satisfied with their teachers.

Students' satisfaction reflects whether teachers fit with their expectations or not.

Therefore, we figured out qualities that are the most expected from teachers inside and outside class.

The expectations inside class of students from the three schools are reported in figure 3 below.

Figure 2: Expectations of students in the Three Schools

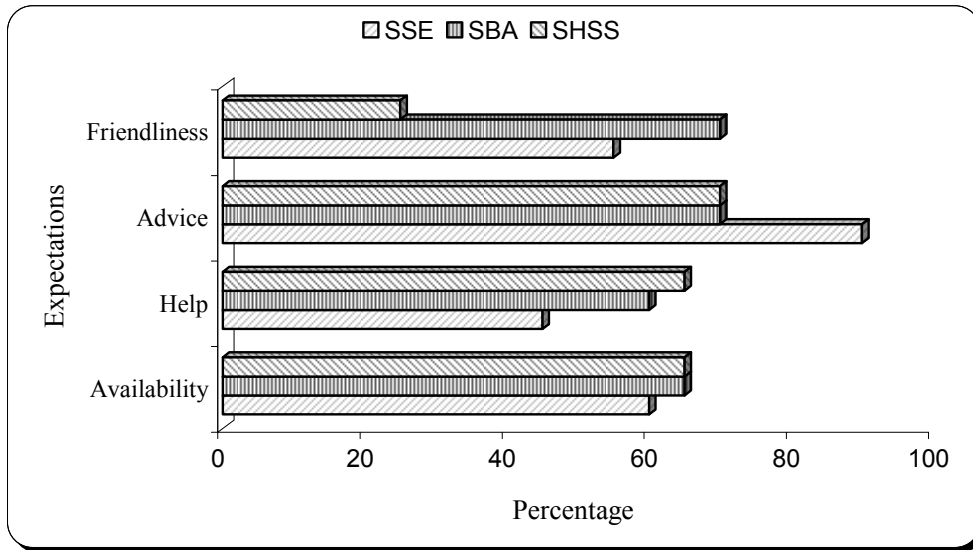


N= 60

Within the three schools, it seems that understanding and knowledge are the qualities most demanded, whereas severity and authority are the least expected. Additionally, there is a difference in expectations concerning some qualities. For instance, SHSS and SSE students tend to expect more fairness and motivation whereas SBA students expect more flexibility. According to Dr. Mobasheri, the most common students' expectations are good knowledge in their field, giving good grades, and releasing the atmosphere in class. Thus, Dr. Mobasheri confirms that knowledge is the most expected quality from teachers, just as it was revealed by the questionnaires.

As for students' expectations outside class, the results are summarized in Figure 4 below.

Figure 3: Students' Expectations within the three Schools

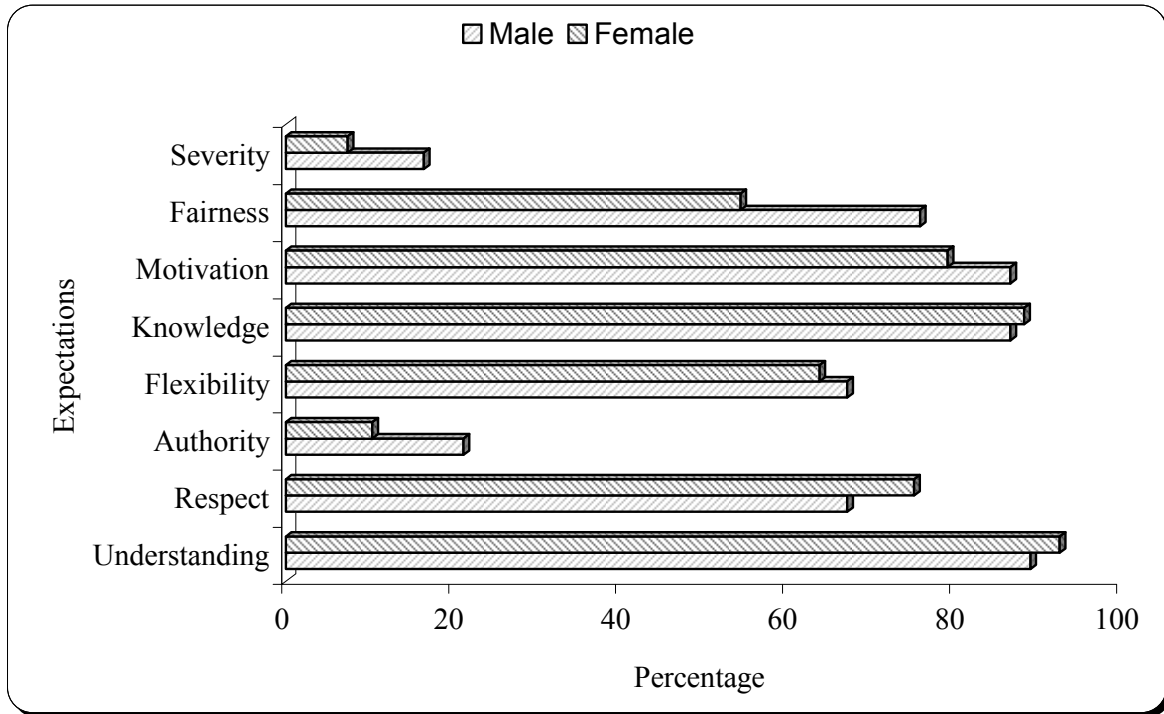


N= 60

These results present interesting differences. Indeed, we can see that students from SHSS are less likely to expect friendliness from their teachers whereas we found numerous students from SSE and even more from SBA that expect to see such a feature in their teachers. Also, SSE students are more likely to expect advice compared to SBA and SHSS students. However, students of SSE do not expect as much help as the students of the two other schools. Interestingly, students from the three schools expect their teachers to be available during their office hours.

The second main point of our research is the impact of gender, culture, and the way students perceive themselves (as customers or not) on the students' expectations. The first factor we took into consideration is the formers' gender. The results are described in figure 5.

Figure 4: Effect of Gender on Students' Expectations

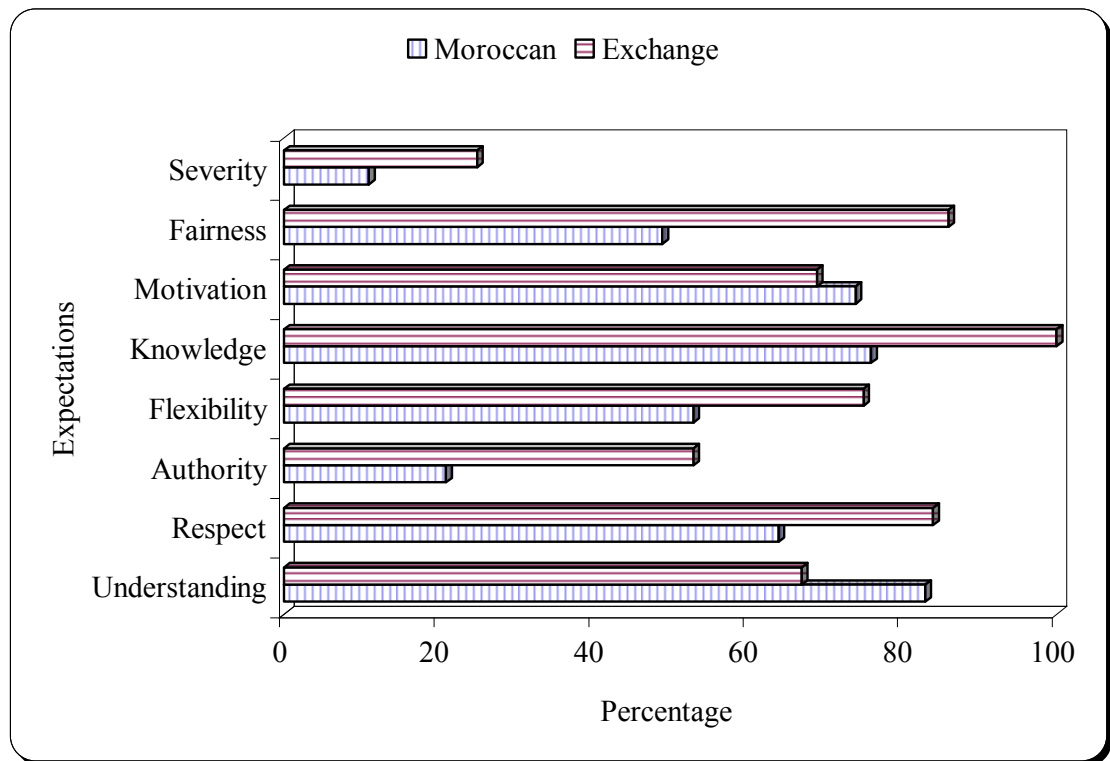


N=60

Both male and female students have the same level of expectations regarding motivation, knowledge, understanding and flexibility. However, there is a significant difference between male and female regarding the other qualities. For example, male students tend to expect more fairness and authority, while female students expect more respect.

As far as the impact of cultural differences on students' expectations is concerned, the results are reported in the figure 6 below.

Figure 5: Difference in Expectations between Moroccan and Exchange Students

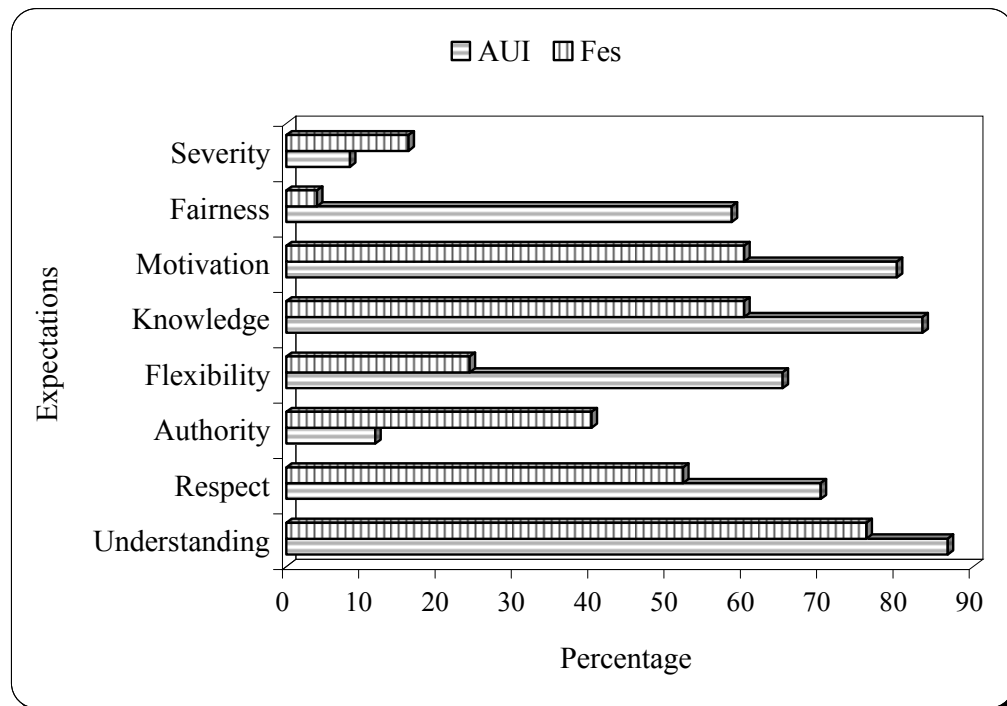


N=105

We can see that exchange students are more demanding concerning most of the qualities, except for understanding and motivation. A huge difference is observed regarding the expectations of fairness and knowledge: exchange students are more demanding in their respect.

The following chart will show culture has an impact on students' expectations, namely whether Moroccans have the same expectations or not by comparing AUI and Fes students.

Figure 6: Difference in Expectations between AUI and Fes Students



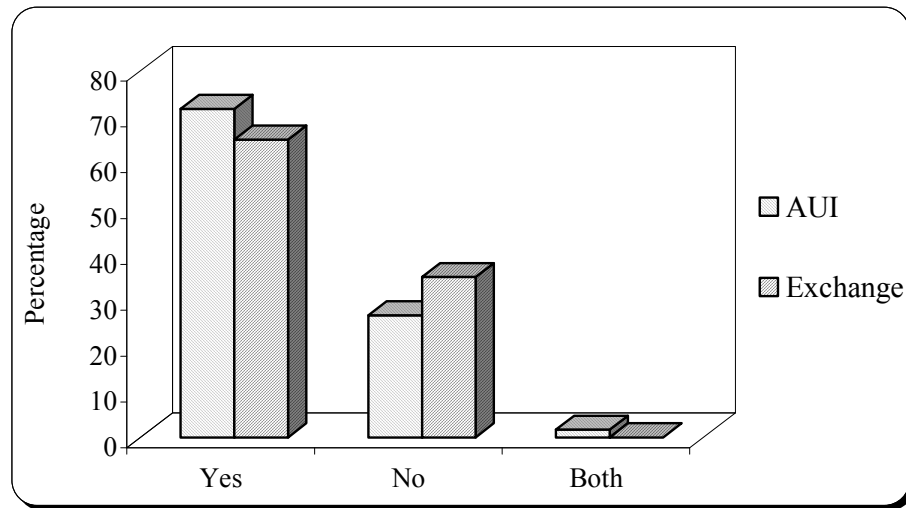
N=85

Obviously, even though AUI and Fes students share the same culture, they do not have the same expectations.¹

The last factor that influences students' expectations is the perspective that they have of themselves as customers or simple students. We hypothesized in the introduction that if students perceive themselves as customers because they pay fees, thus they might be more demanding. The results are reported in the figure 8 below.

¹ According to Dr. Mobasheri, culture may influence the student/teacher relationship if it is misinterpreted by both parts.

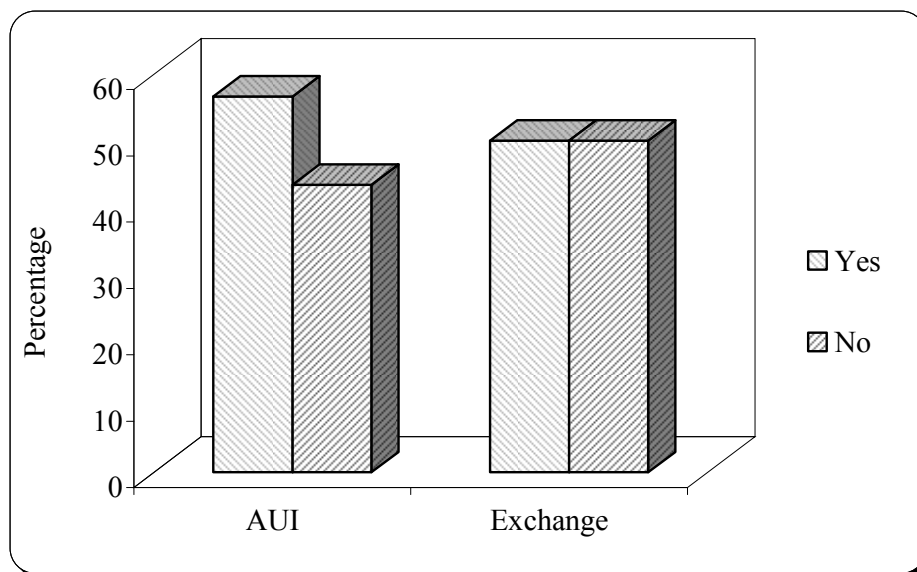
Figure 8: Percentage of Students who Consider Themselves as Customers



N=80

It appears that most of AUI and exchange students consider themselves as customers. In order to clarify this point, we tried to find out if there was a relationship between perceiving ourselves as customers and the degree of expectation from teachers. The results are as shown in figure 9.

Figure 9: Students Thinking that Being a Customer Allows to Expect more

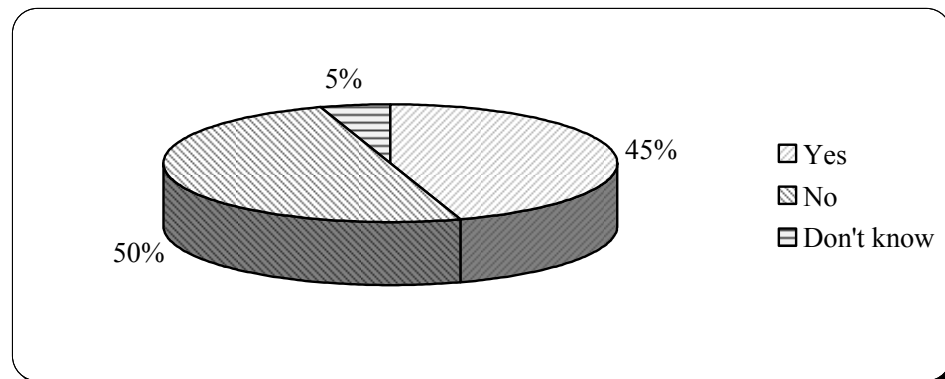


N=80

According to the figure above, the number of exchange students who think that being a customer allows them to be more demanding from their teachers is equal to those who do not. While at AUI, the difference remains significant since most of the students think they have the right to expect more from their teachers.

The last point we focused on is the evaluation of teachers which we believe reflects the students' level of expectations. More precisely, we wondered if AUI students think teachers evaluation forms are taken into consideration or not. The results are as shown in figure 10 below.

Figure 10: Do AUI Students Think Teacher Evaluation is Taken into Account?



N=60

According to Dr. Ouaouicha, teachers' evaluation by students is taken seriously into consideration by the administration. However, we can see that half of AUI students don't think their evaluations of teachers are taken into consideration, while 45% think the administration pays attention to the teacher evaluations. Besides, it is not the only means by which the administration rates the professors, because there are five kinds of evaluation that rate the teachers' competency: self evaluation, students' evaluation, peer evaluation, deans and coordinators' evaluation, and activities evaluation.

Discussion

This paper deals with i) AUI students' expectations from their teachers inside and outside class, ii) the factors that influence these expectations, and iii) whether students' comments and recommendations expressed in the teacher evaluation forms are taken seriously by the university. The results we found are as follows:

1. The difference between students who are satisfied and those who are not at AUI is small compared to the difference between the two groups, both among exchange students and students from Fes.
2. SHSS students are more satisfied with their teachers than SSE and SBA students.
3. Students from the three schools have different expectations, both inside and outside class.
4. At AUI females and males tend to have different expectations toward their teachers.
5. In terms of such expectations, AUI students are more demanding than exchange students and students from Fes.
6. Most AUI students consider themselves as customers and therefore think that they have the right to be more demanding.
7. The majority of AUI students reported that the comments and the recommendations that they express in the teacher evaluation forms are not taken seriously.

The following is an attempt to understand and make sense of the above results. We believe that the reason behind the observation expressed in (1) could lie in the fact that AUI students pay for their studies. We will elaborate on this point later.

As for the generalization in (2), it could be explained by the fact that SHSS students are not too demanding towards their teachers since most of their courses are theoretical and do not require much more practice. By contrast, in SSE and SBA courses, the need for practice makes students more demanding vis-à-vis their teachers, since their performance requires much practice. Concerning the higher level of dissatisfaction among SBA students, it could be due to the fact that this school does not currently have a dean and also to the fact that there is too much disagreement among the faculty members. The lack of continuous supervision and the spread of disagreement certainly affect the level of motivation in teachers and the quality of teaching there.

The expectations of SBA, SHSS, and SSE students inside class are somewhat different. The results (see Figure 3) show that students from the three schools expressed that understanding and knowledge are qualities that they demanded most. Actually, Dr. Mobasheri also approved that knowledge is often the quality most expected from any teacher. Besides, all AUI students agreed that authority and severity are the least expected in a teacher. It seems that AUI students tend to think that if a teacher is authoritarian, then he/she is unlikely to be fair. Therefore, they considered severity as a negative feature, while some people may consider it to be sometimes necessary.

Moreover, as we assumed initially, there is a difference in the nature of students' expectations depending on their school: SHSS and SSE students tend to expect their teachers to be motivated and motivating, whereas SBA students expect them to be more flexible. This is probably due to the fact that humanities students need to be motivated by the teacher since the content of their courses may be boring given that they consist mainly of lectures. Likewise, according to engineering students, a teacher should be motivating because the content of the courses is difficult and challenging, which may impact on the student's motivation. However, because SBA students are more in touch with real life problems and

the job market, they are already motivated, which may be the reason why they do not expect their teachers to be motivating. It is worth mentioning that these results refute those reported in a study conducted by Sander (2000) in three private British universities on three different majors (medicine, business and psychology). This study showed that the expectations of the students were quite similar regardless of the students' major.

Besides the expectations inside class, AUI students tend to expect other characteristics from their teachers outside class (see Figure4). Compared to SSE and SBA students, SHSS students are the least to expect friendliness from their teachers. This shows that, unlike the other two groups, they draw a line between studies and human interaction. This may be due to the fact that their classes are based mostly on lecturing and do not involve too much personal interaction between students and teachers. Concerning SSE students, the results show that they are the most to expect advice from their teachers. The reason for this may lie in the fact that they are autonomous since they have previous knowledge about the content of their courses and only need to be guided. As far as SBA students are concerned, they expect friendliness from their teachers since they want to go beyond the usual student/ teacher relationship in order to have the opportunity to discuss subjects that may be useful for their general knowledge. Moreover, students from the three schools expect their teachers to be available during their office hours.

An overall interpretation of the results makes us think that the best qualities of an AUI teacher are advice, availability, and knowledge. However, this interpretation depends on the choices available on the questionnaire we handed out, and we may not have considered all the qualities.

We assumed at the beginning of our study that the level of expectations of males and females would be significantly different. Surprisingly, the results presented in Figure 5 show that the expectations of males and females are not notably different. Actually, they both

expect understanding, motivation, knowledge, and flexibility. This may be due to the fact that these qualities are normally part of the profile of a good teacher. However, females tend to expect more respect from their teachers than males. This could be because female students happen to be verbally or sexually harassed by their male teachers. Moreover, the cultural context in which Moroccan females grew up where honor is important makes them worried about respect. By contrast, male students expect more fairness because they do not accept having lower grades than females, and consider this as an injustice. Regarding this issue, further research would be more precise and beneficial.

Thus, the results contradict what was found in a research paper done by Whipple and Moberg (2001) in which both males and females expect individual respect and academic assistance.

Regarding the impact of culture, the major findings indicate that exchange students are more demanding in terms of fairness, knowledge and respect, whereas Moroccan students expect more understanding. This can be explained by the fact that most Moroccan students are used to a hard system that disregards the right of students and that is based on memorization. Actually, this is the reason why they seek understanding as the main mean of communication and success in class. Additionally, the difference between students' expectations regarding severity and authority is significant. We can justify this by invoking a difference in the conception of teaching between foreigners and Moroccans. Actually, most of the Moroccan institutions are based on "teacher centered education" which implies more dependence on the teacher, and throughout this, students tend to expect less authority and severity in order to be able to participate in their own learning.

From Figure 6, it was concluded that culture may be the reason behind the difference between students' expectations. In order to ascertain this, a comparison between students' expectations from AUI and Fes was necessary.

Figure 7 shows that even though AUI and students from Fes belong to the same culture, they do not have the same expectations: AUI students are more demanding. This may be explained by the fact that AUI students pay for their studies, which implies expecting a good quality of teaching. On the contrary, students from Fes expect more severity and authority. The reason could be that in Moroccan universities, a majority of professors is not responsible, which leads to some trouble in classes. Also, most of students from Fes are so used to such a severe system that they consider severity as a part of their education.

Another point that we assumed could affect the students' expectations is the fact that students pay money to study. Our results revealed that most AUI students and exchange students consider themselves as customers. This can be explained by the fact that in Morocco, the concept of paying for studies is unusual, unlike in the USA. Most schools and universities in Morocco are public, so when it comes to paying, it is considered as an investment. Consequently, AUI students think that they have the right to be more demanding from their teachers. Indeed, Sander (2000) conducted almost the same research in a British university, and found out that students from private universities tend to consider themselves as customers; therefore, they think they have the right to be more demanding and expect a lot more than students from public universities.

The last point we wanted to discuss in this section is the teachers' evaluation forms. Indeed, it is a direct way for students to express their points of view and the best mean for the administration to know their expectations. As demonstrated in the results (see Figure 10), most of AUI students think that teachers' evaluation is not taken into consideration. This is because they think the evaluation forms they fill are the only way the administration use to rate teachers. Therefore, they suppose that if they rate a teacher as incompetent; he/she would be fired. However, Dr. Ouaouicha states that students' evaluations of their teachers are taken very seriously. He also added that there are five types of evaluation: self

evaluation, teachers' evaluation, peer evaluation, Deans and coordinators' evaluation, and activities' evaluation. Furthermore, Dr Ouauicha admits that students need to be more serious when filling those forms by writing additional comments that could help teachers meet with students' expectations. Usually, students do not take time when filling the forms: they just check multiple choice questions and neglect open ones, therefore, the administration has a limited idea of their expectations.

To conclude, students' expectations at AUI are not an easy issue to deal with, since they may not only depend on the previous factors, but on individuals as well. Also, the results could have different interpretations depending on students' experiences. Therefore, more research needs to be done on this issue in order to provide answers to some questions that may have emerged from our project. Moreover, because the research had to be conducted summer session, the number of respondents we dealt with was limited. Consequently, in order to have more reliable responses, it will be better to conduct further researches in the normal sessions with an access to larger population of students.

Conclusion

The purpose of this study is not only to find AUI students' expectations from their teachers but also to identify the factors that may influence these expectations. In addition, it aims to facilitate the administration understanding of the students' expectations.

The results of this study showed that there are some factors that influence the students' expectations such as: the students' major, the culture and gender of both students and teachers, and the fact of paying to study. Indeed, most of the students coming from a Moroccan system, including AUI and students from Fes tend to expect different things from their teachers compared to exchange students. This may be due to cultural differences in the differences in the educational systems. Additionally, the expectations of AUI students and

students from Fes were found to be different concerning some aspects such as authority and understanding. The reason behind this may be the fact that AUI is a private institution whereas the faculty of medicine is a public one. Moreover, at AUI, the students' major may affect their perception of expecting, since the results show that students coming from the three different schools have different expectations. Furthermore, regarding gender we found in the results section that AUI female students tend to expect respect, whereas males expect more fairness.

This study will be very useful for the AUI administration since it will help the university to improve its outcomes. While considering the results found, the study will enable the university's administration understand AUI students' expectations (knowledge, respect, understanding, and availability) and the factors that may influence them including the students' major, the cultural background of the students and teachers and their gender. Also, this study will help the administration have an idea of the criteria expected from students when recruiting teachers

Our work remains original thanks to the diversity of the respondents we were able to ask which helped us have an idea of the students' expectations in different contexts. Indeed, we were able to survey students coming from foreign countries (exchange students) and students from Fes. This allowed us to make comparisons between their and our educational systems. We were also satisfied by the answers given by the informants, especially to open-ended questions, since they provided us with useful suggestions and solutions about students' expectations.

However, we noticed some weak points in our research project. One of them was the time constraint that obliged us to limit our data gathering tools. In fact, the sample could have been more representative if it had been conducted in the fall or spring semester. We could also have interviewed some teachers working in the Moroccan system in order to compare

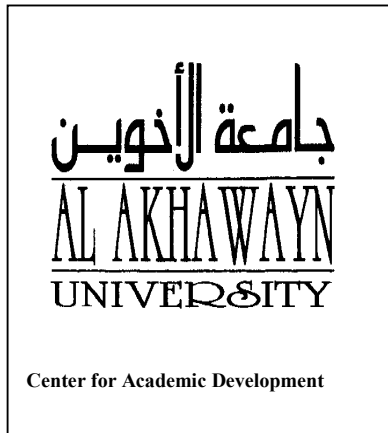
their point of view with AUI teachers. Finally, future research would be more interesting once the SBA school gets a permanent dean.

We consider that the information about students' expectations provided by this study may be useful to the administration. Indeed, the purpose of this study was to help decision-makers understand students' expectations and deal with these expectations. However, we wonder what will be the next step once the administration will be aware of the students' needs.

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Appendix 1

SSK 1202 Survey for AUI Students

For our problem-solving project of Study Skills 1202, we are studying what AUI students expect from their teachers. If you could take a few minutes of your time to complete this survey, you will help us gathering valuable information. Your answers will be anonymous.

1. Gender: Male Female

2. Are you satisfied with your AUI teachers?

Yes No

3. GPA:

$0 < \text{GPA} < 2$ $2 < \text{GPA} < 3$ $3 < \text{GPA} < 4$

4. What do you expect from your teachers inside class? (Circle as many as you want)

A. Understanding B. Respect C. Authority D. Flexibility

E. Knowledge F. Motivation G. Fairness H. Severity

I. Others (please specify)

.....

Please classify the importance of your expectations from the most (1) to the least (8) important:

1: 5:

2: 6:

3: 7:

4: 8:

5. What do you expect from your teachers outside class? (Circle as many as you want)

12. Do you think that teacher evaluations are taken into consideration?

Yes

No

5. What do you expect from your teachers outside class? (Circle as many as you want)

A. Availability B. Help C. Advice D. Friendliness

E. Others (please specify)

.....

6. Do you think cultural differences/similarities affect your relationship with your teacher?

Yes

No

7. Do you think cultural differences/similarities affect your outcomes?

Yes

No

If yes, how would you rate its impact?

0
1
2
3
4
5
6
7
8
9
10

Insignificant Significant

8. Do your expectations differ depending on your teacher's gender?

Yes

No

Why?

.....

.....

9. Because education is not free at AUI, do you see yourself as a customer? (paying for a service)

Yes

No

10. Do you think that being a customer, gives you the right to be more exigent toward your teacher?

Yes

No

11. Do you think that teacher's evaluation is taken into consideration in your university?

Yes

No



SSK1202 survey for Teachers

For our problem-solving project of Study Skills 1202, we are studying what AUI students expect from their teachers. If you could take a few minutes of your time to complete this survey, you will help us gathering valuable information. Your answers will anonymous.

1. Gender: Male Female

2. Do you think that students' expectations of you vary according to their gender?

Yes No

3. Who are more exigent?

Males Females

Why?

.....

.....

4. Do you think students have the right to expect things from you?

Yes No

5. What do you think students expect from you inside class? (Circle as many as you want)

A. Understanding B. Respect C. Authority D. Flexibility

E. Knowledge F. Motivation G. Fairness H. Severity

I. Others (please specify) J. Do not know

.....

5'. What do you think students should expect from you inside class? (Circle as many as you want)

A. Understanding B. Respect C. Authority D. Flexibility

E. Knowledge F. Motivation G. Fairness H. Severity

I. Others (please specify) J. Do not know

.....

6. What do you think students expect from you outside class? (Circle as many as you want)

A. Availability B. Help C. Advice D. Friendliness

E. Others (please specify) F. Do not know

.....

6'. What do you think students should expect from you outside class? (Circle as many as you want)

A. Availability B. Help C. Advice D. Friendliness

E. Others (please specify) F. Do not know

.....

7. Do you think cultural differences/similarities affect your relationship with students?

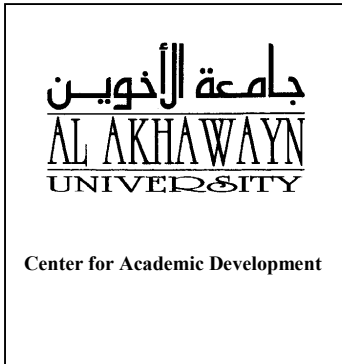
Yes

No

If yes, how?

.....

SSK 1202 surveys for Students from Fes



Dans le cadre d'une recherche effectuée par les étudiants de l'université Al Akhawayn portant sur « les exigences des étudiants envers leur professeurs », nous souhaiterions votre coopération afin de nous permettre de comparer vos espérances en tant qu'étudiant de facultés marocaines avec celles des étudiants de l'université Al Akhawayn.

1. Sexe:

Male

Femelle

2. Etes-vous satisfaits par la performance de vos professeurs?

Oui

Non

3. Qu'attendez vous de vos professeurs **en classe** ? (entourez vos réponses)

A. Compréhension B. Respect C. Autorité D. Flexibilité

E. Connaissance F. Motivation G. Equité H. Sévérité

I. Autres (veuillez préciser)

.....

Veuillez classer vos choix du plus important (1) au moins important (8):

1:

5:

2:

6:

3:

7:

4:

8:

4. Qu'attendez vous de vos professeurs **en dehors de la classe**? (Plusieurs réponses sont possibles)

A. Disponibilité B. Aide C. Conseil D. Sympathie

E. Autres (veuillez préciser)

.....

.....
8. Vos espérances diffèrent-elles selon le sexe de votre professeur ?

Oui Non

Pourquoi?

.....
.....

Est- ce que vous aimeriez pouvoir évaluer votre professeur?

Oui Non

Pensez- vous que les étudiants d'une université privée ont le droit d'être plus exigeants que ceux d'une université publique ?

Oui Non

Pourquoi ?

.....
.....

Appendix 2

Interview with Dr.Ouaouicha

1. Some students claim that the teachers' evaluations done by students are not taken seriously by the administration, what do you think of this?
2. How does the administration proceed to hire AUI teachers?
3. Some students are complaining about the fact of having teachers that do not work in their field, which means that that the degree they got doesn't fit with the field in which they work at AUI, what do think of this?

Interview with Dr.Mobasheri

1. What do you think students can expect from you?
2. Do you think that students have the right to expect from you as you expect from them?
3. And if yes, how would you know their expectations?
4. Do you think that the difference in culture may influence your relationship with your students?